

**Proceedings of International Conference**

"Internationalization of Islamic Higher Education Institutions Toward Global Competitiveness"

Semarang, Indonesia – September 20<sup>th</sup> - 21<sup>th</sup>, 2018**Paper No. B-37**

## Primary School Services Quality in Border Area of Indonesia – Malaysia

**Retnowati WD Tuti<sup>1</sup>, Mawar<sup>2</sup>, Nida Handayani<sup>3</sup>, Muhammad Sahrul<sup>4</sup>**

Faculty Of Social And Political Science

Universitas Muhammadiyah Jakarta

[retnowatiwdtuti@yahoo.com](mailto:retnowatiwdtuti@yahoo.com)<sup>1</sup>; [mawarhidayat68@gmail.com](mailto:mawarhidayat68@gmail.com)<sup>2</sup>;

[nidakrw@gmail.com](mailto:nidakrw@gmail.com)<sup>3</sup>; [arulbima367@gmail.com](mailto:arulbima367@gmail.com)<sup>4</sup>

**Abstract** - The highest quality services in Elementary School of Border Area of Indonesia – Malaysia, found in Sekayam District, Sanggau Regency, West Kalimantan Province, namely Paus-22, a State Elementary School. Within an hour, new student enrolment can be fulfilled its quota in that school. The research analysis uses Parasuraman's opinions with the following indicators: Tangibles, Reliability, Responsiveness, Assurance and Emphaty. Research Approach ; Qualitative, with Descriptive Method. Data Collection Techniques : Interview, observation, and documentation. Informant Selection Techniques: Purposive. Data Analysis using Miles and Huberman. Data Validity Test with Triangulation. Discussion: Primary Schools in Priority Locations should receive great attention from the Regional Government and from the Central Government, because competing directly with schools from neighbouring country Malaysia, and quality must be maintained. Research results: Tangibles: new classrooms assisted by the Government through e-Takola, but there are no libraries and official resident, lack of teaching aids; Reliability: Lack of teacher's training, Responsiveness: responsive, Assurance: trusted by the community; Emphaty: people empathize with teachers. Conclusion: Learning services are quite good, facilities and infrastructure services need to be improved. Recommendation: Local government should: Increase cooperation between SKPD (Dinas PU and Dinas Pendidikan Kebudayaan); Exploring the company's CSR; Inviting Universities for Community Services and Internships.

**Keywords** : *Service Quality, Border Area*

### Background

Primary School Services in Indonesia have variation of quality favorite elementary schools normaly found in urban areas, and non favourites often found in remote areas, as of lack of its services. In the Indonesia - Malaysia border area, in Sekayam District, Sanggau Regency, West Kalimantan Province, there are Paus – 22, a State Elementary Schools. Having ordinary building but becoming a favorite school. New student admission, can be fulfilled its quota withing an hour after its open-registration. The reasons of beng favourite schools raise the curiosity of researchers to explore it. The purpose of this study is to analyze the factors that cause SD PAUS has a great demand of students in terms of public services. The following are education journals related in the Border Area.

**First Research.** Ttitle Effectiveness of Setting Minimum Service Standards in the Decentralization Perspective in Indonesia by Iwan Kurniawan. The results of the study produced several findings: 1). The constitutional mandate that requires the fulfillment of basic service needs has not been able to be provided by the government (central and regional) optimally, although the Government continues to develop regulations related to the application of minimum service

standards in autonomous regions; 2). The regulation on Minimum Service Standards has not been effective because it does not confirm the types of basic services that must be regulated and the norms are not compliant; 3). There are various factors that influence the implementation of MSS in autonomous regions. For this reason, revising the article in the Regional Government Law which contains regulations on basic types of services that become governmental affairs that must be regulated through SPM arrangements. In addition to revising the guidelines for SPM preparation and implementation to be simpler and less convoluted, making it easier for the Central Government and Regional Governments to coordinate in order to achieve the SPM final target (in the Fiscal Policy Analysis Thesis in the Era of Regional Autonomy).

**Second Research.** Title. Implementation of Standard Policies for Primary School Minimum Services in Sanggau District by Herpikus. The results showed that the implementation of a minimum service standard policy for primary schools in Sanggau District had not run optimally, because of the low quality of human resources in teaching staff, the availability of school facilities and infrastructure were not adequate. Only 59.92% of schools in Sanggau District have adequate facilities and infrastructure (E-Journal Integrative Government: 2016: 3 (4) : 54-ISSN 2337-8365).

The First Research stated that basic service needs have not been able to be provided by the government (central and regional) optimally even though the regional government applies minimum service standards in the regions; and SPM has not been effectively implemented because SPM does not confirm the basic types of services that must be regulated; while the second study explained that the implementation of the minimum standard of primary school services in Sanggau District was also not optimal because the low quality of human resources and the availability of school facilities and infrastructure were inadequate. Thus the emptiness in the previous study was the absence of research on Central Institutions with Regions in Primary Education Services, so this study focused on the topic of study of Central Institutional Relations with Regions. Theory: analysis uses Parasuraman opinions with the following indicators: Tangibles, Reliability, Responsiveness, Assurance and Empathy.

**Approaches and Types of Research,** Research Approach is Qualitative with Analytical Descriptive Types. Research location, at SD 22 Paus in Balai Karangan, Sekayam District, Sanggau District, West Kalimantan. Data Collection Technique : Data collection was carried out in 3 ways, namely: Observation, In-depth Interview and Documentation. Purposive, Informants from District: Education Agency, BAPPEDA, and District Informants; Head of Education UPTD; School Principal of SD Negeri 22; Primary school supervisor; Elementary School Teachers and School Committees . Data Analysis Techniques and Data Validity Tests, Data analysis techniques used refer to the thoughts of Mc Nabb (2002: 148) with 6 stages of activities, namely: 1). Data Organizing) 2). Generate Categories; 3). Data Coding); 4). Application of Ideas, Themes and Categorization; 5). Alternative Search Explanation); and 6). Writing and Presenting Reports. Data Validity Test uses Triangulation. Research Results, the results of this study are described about the location of Sekayam, the results of interviews and FGDs with various parties: Sanggau Regency is one of the regencies in West Kalimantan Province. Sanggau Regency is located in the middle and is in the northern part of West Kalimantan Province. The borders of Sanggau Regency are as follows: North: Sarawak (East Malaysia) and

Bengkayang Regency; South: Ketapang Regency; East Side: Sekadau District and Sintang Regency; and West Side: Landak Regency. Sanggau Regency has 7 (seven) strategic positions, namely:

- 1) Geographically, located in the middle of West Kalimantan Province
- 2) Located in eastern traffic to Regencies of Sekadau, Melawi, Sintang and Kapuas Hulu .
- 3) Located in Kapuas River, the longest river in Indonesia.
- 4) Located in Kalimantan Trans route (Central Kalimantan, South Kalimantan, and East Kalimantan)
- 5) Located in Borneo Trans ( Sarawak and Brunei Darussalam).
- 6) Bordering with Sarawak (East Malaysia).
- 7) 7 Has its PPLB

The administrative area of Sanggau Regency consists of 15 (fifteen) sub-districts, 163 villages / kelurahan and 760 hamlets. Sekayam – sub district with its capital, Balai Karangan, is one of 15 (fifteen) subdistricts in Sanggau Regency. The profile of SDN 22 PAUS is a trusted school in the community. The quota of new students, fulfilled annually within an hour. There has been proposal for new Student Registration line. The school has already wi-fi, often winning National Olympic in Province level for Art and Sport category such as: Athletics, Swimming, Read Poetry, drawing. The said school has 12 study groups, and 11 classrooms, as well as 12 teachers. The lack of classrooms was overcome by using a breakthrough in the use of the newly completed Teacher Service House. There are no library and neither health facility in the school. A former teacher's official home was used to store books, there were few items used for health space (UKS). Meanwhile, 4 toilets were moderately damaged and severely damaged, only 2 toilets were used for 356 people plus teachers and principals. The school has computer facilities for internet access.

According to an interview with Gordianus (parent whose daughter in 6<sup>th</sup> grade), the school was going to reconstruct. "My daughter said that the said information is from the school's fund committee forum , originally based on the information from local government. The reconstruction was held in February, and December 2017 was finished. In the past the condition of the plank floor, the hole-wall, after reconstruction has already cramped. Even though it has been carried out, but still need some facilities. For example, classrooms still need fans, need to add and repair toilets because there are 2-4 toilets can not be used. There is no library. The books stored in official resident. There are only 11 classrooms while there are 12 group of study, causing 1 group uses official housing for teaching and learning process. There is no levy on funds or costs that are waived for the student's parents in this school development. The school worries of the regulation, related to Government funding (BOS) for operational. Hope: stay ahead in development, SDN Paus can be a favorite school because of the following : limit the number of students by rejecting students from the last four years because of its quota, the construction was improved, school security was also improved after CPUs and printers were stolen as there were no fences but barrier poles.

Then an interview with the Principal of Paus-22 Elementary School. Before three months getting reconstructed., the information of reconstructed coming from vocational school that had recorded and photographed the school conditions, and information from the school supervisor which had been assisted

by Central funding (APBN), at that time there were 2 schools that could be reconstructed namely Paus 2 Elementary School, and Balaikarangan Elementary School 03, and there are 2 other elementary schools that received sanitation assistance.

After those information received, an MoU prepared less than 1 month from the 70% liquid fund MoU, reconstructed was in the medium reconstructed category. The following types of reconstructed were: roofs, ceilings, floors, painted, windows, rolling doors as a partition that used to be wood now as much as 6 classes of zinc Debris taken by partners, can be donated mabeler (chairs and tables) of 50,000,000. Rehab development process for 1 month. The development is carried out in stages, 2 spaces first so that it does not interfere with the learning process and children can still enter school. Supervision is carried out from consultants from the Department of Education. Rehab SDN 22 Whales total Rp. 472,065,000, given in stages: 70% = 330,445,500, 30% = 141,619,500. Rehab Fund 03 Rp. 481,900,000, 70% = 337,330,000, 30% = 144,570,000. So this rehab is the submission of a paid e-system. Vocational schools participate in the development planning process from the budget plan to the materials.

Border Regions formulate joint plans especially in priority locations. With the National Development Planning Agency (BAPPENAS) and the Ministry of Finance, collaborate on planning and budgeting, as well with the Ministry of Home Affairs regarding its regulation. But the collaboration is unfortunately not in the form of a joint decree (SKB). However, cooperation is carried out with the relevant work units, especially the facilities and infrastructure. The form of government synergy between the central government or between the central and regional governments is carried out in the form of synergies: 1). Planning framework; 2). Regulations; 3). Budget; 4). Regional development and apparatus; 5). Area Development.

Information related to facilities and infrastructure funds from the Head of Sanggau DISDIK's Facilities and Infrastructure, are as follows: In 2018, budget in Sanggau amounted 1.5 trillion, we receive 24 M for the Education Office, half (11 M) for paying not-fixed teachers (HONDA) covering 474 elementary schools in 15 Districts, 128 junior high schools + 2 new ones. With such budget, we take the share of the pokit (principals) of the Board from the APBD that included in the Education Office. The Pokit budget, the activity value of 200 million / activities in 4 electoral districts, with several people. The proposals from the community has budget limitation, usually through the *musdus musrembang*, because the limited funds are not accommodated, so the council is kept by 2-3 Board members whose funding went to Disdik. This is where Disdik provides assistance to schools. From the *Musdus-Musdes-Musrembang* of the various proposals that came in, required a lot of money because many people want and ask for a priority scale to enter the SKPD respectively. There has been some inputs in Disdik but nothing realized due to budget constraints.

Schools were requested to fill in *Dapodik* to attract central funds, all data entered into Dapodik is monitored by the central government. For its validity is still questionable, therefore it seems there is nothing exist. Then the e takola program (pak Adi) appears, maybe it hasn't been covered because only one person covered for 15 districts. Our ceiling is amounted 24 M, of which 24 have already for paying 600 teachers. The rest is shared for. What is not covered is

made by the Board in the *Pokir-pokir*, there are two offices in the dinas, for fence and the two areas that the you have already studied, are in DAK Affirmation amounted 7 M for the toilet and the teacher's house. *Inpres* schools, many are damaged while the budget is slightly to the center and the APBD, if our APBD is large, then our *cake* is evenly distributed. DIsdik of Bandung Regency is bigger than the budget in Sanggau District. Our regent cares, as we take the non fixed teachers. Many also retire, we have not known the quota yet, as there was a moratorium yesterday. If there is no teachers appointed, then the budget transferred to school. Therefore, we must be good at asking from the center through e takola. You only just saw Entikong and sekayam but in fact there were worse areas. I saluted the teacher who was still enthusiastic despite the conditions. Usually schools that explain in the presentation, the head of the sub-district lead the meeting, whether there is a re-survey of the schools that propose, we do not believe, and we check from the Dapodik data. We also check how many rooms are damaged, the level of damage, but we believe from the results of Musrembang. Although the number of students also determines and Dapodik. If there are schools that do not fill Dapodik, they will not be assisted. There is no Regent Regulation (PERBUB) that regulates. There are partners who build buildings even though the budget hasn't exist yet and it doesn't matter. The DAK funding since 2016 has gone down in 4 stages, if the first phase hardly withdrawal, then the next stage cannot be taken, if the Region funded, then the budget cannot be absorbed. If the Region is ready to backup it will be finished. Until July 23, the contract data has been uploaded, it will be disbursed. If it has not been uploaded, the funds cannot be taken at all (DINAS PUPR). Stage 1 for administration (25%); Stage 2, disbursement (50%); and Phase 3, 25%. 2016-PU, we have a lot of menus but we are limited for other than schools for example, cliff road, sports laps (junior high and vocational), Sanitation menu is outside the Islamic boarding school.

According to the Principal of SMK 01 Entikong, E takola is based on information. In 2016, at that time was in charge in building, participated in the Takola e- training, as one of the education service reforms, which required single data in all elementary schools in Indonesia. Engineering Vocational School were asked to recap data on physical data. The existing Dapodik only contains basic data, while the facilities and infrastructure (Sarpras) data is very limited. Saprass is considered inaccurate, because the operator is weak in determining the damage criteria, coincidentally, the only SMKN 01 that has Building Engineering Program are involved in. The e-takola function only verifies Saprass data through the application. We were given an android based application for Takola Elementary School, only those who registered can access the e takola application. We have lack in human resources. There were only 3 people, and two others left. There is difficulty in arranging the task between school and e takola. The said system is then be hampered. Those who graduate from Building Engineering (Civil Engineering) rarely want involved in. 11 schools that have been certified: 1). SD Negeri 22 Pope,; 2). SD 02 Batang Tarang; 3). Elementary School 01 Balai karangan, Sekayam; 4). SD 26 Sungai Bun; 5). SD 05 Muara Ilai; 6). SD 12 Entikong; 7). SD 20 Tunggung Boyok, Bonti; 8). SD 03 Sontas, Etikong; 9). SD 03 Balai karangan, Sekayam; 10). SD 01 Serambai; and 11). SD 16 Tembayan. 5



elementary schools that have just been named in the Takola e application. 8 mandatory photos, the amount of damage photographed again (can be hundreds), a maximum of 2 schools in 1 day). The photos we take directly into the e takola application. E takola asks for moderate-to-severe damage. The category of SDN 01 is light. The takola relates to the physical classrooms and toilets, while the problem of roads, fields, furniture, official houses are not included in. The form of Toilets varies according to conditions. In 2016 we trained e takola (pioneering e takola), I became the principal and my employee resigned. So, I had hard time to photographed the schools. Frontline SD Criteria are not yet clear. The constraints of takola in human resources have been already informed to the Province. There are 3 personnel (2 non fixed, 1 civil service apparatus / ASN = Adi) but two have left, operational assistance amounted 5 million in a year. The goal is 4% for the officers. 15 subdistricts were handled by one foreman from a vocational school. Types of Assistance from the Central Government through e Takola there are 6: Rehab classrooms, new classes, libraries, sanitation, healthy canteens, renovations.



**Picture 1. Victory Cup from various sports and arts competition**

SD 22 – Paus, described by aspects of quality service according to Parasuraman, as follows; Tangibles aspect: This elementary school is located in the capital city of the sub-district so it is easy to access, and close to the Education Branch Office. It has an adequate number of teacher in each class, has wi-fi, winners in various sport and art competition in the field of Badminton: Athletics, Swimming, Reading Poetry and drawing. Apparently this attraction has encouraged people to register their sons and daughters to SD 22. There is also a new classroom with assistance from the Government through e Takola, but unfortunately there is no library; UKS, Toilet is damaged. Aspect of Reliability: The number of Teachers is sufficient so that the teacher is not classified as empty. Meanwhile, the teacher was not sent to the training. Responsiveness aspects: SD 22 includes accepting changes easily so that they can be responsive. Assurance Aspect: keep being trusted by the community; and Empathy Aspects: teachers has high empathy to students and so are people to

teachers. Conclusion:: Learning services are quite good, facilities and infrastructure services need to be improved. Recommendation: Local government should: Increase cooperation between SKPD (Dinas PU and Department of Culture); Exploring the company's CSR; Inviting Universities to Study Real Work and Internships.

### Reference

- Parasuraman, Berry dan Zethitamal, **ServQual**, 2003.
- Wiryanto F., 1986. **Membangun Masyarakat**. Alumni, Bandung.
- WD Tuti, Retnowati. 2013. **Kualitas Pelayanan Izin Mendirikan Bangunan Gedung di Kabupaten Bogor**, Disetasi Universitas Brawijaya, Malang
- JOURNAL**  
*E-Journal Pemerintahan Integratif* : 2015: 3 (4) : 545-559 ISSN 2337-8670.
- Ruttan dan Hayami, 1984. Toward a theory of induced institutional innovation, Journal Of Development Studies
- Jurnal KAJIAN FISIP UMJ, WD Tuti, Retnowati. 2014. **Analisis Pelayanan Publik Angkutan Perkotaan di Kabupaten Bogor**, Volume 25 No 1 Bulan Januari 2014, Jakarta